

## Term Information

Effective Term Autumn 2022  
*Previous Value Autumn 2019*

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

In June a change for LARCH 2600 to become a fully online course was approved. At that time I wasn't aware I needed to separately ask for approval for the attached LARCH 2600E. The request is the same:

1. offering this GE course at the regional campuses
2. offering this course permanently as a DL course.

What is the rationale for the proposed change(s)?Landscape has transfer students from the regional campuses, and this add to the regional campuses would help the students. It would also make the major of Landscape Architecture more known.

Offering it online would allow to actually offer it at the regional campuses even if there are only a handful of students interested at any semester

### What is the rationale for the proposed change(s)?

Landscape has transfer students from the regional campuses, and this add to the regional campuses would help the students. It would also make the major of Landscape Architecture more known.

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### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Landscape Architecture
Fiscal Unit/Academic Org	Knowlton Sch of Architecture - D1410
College/Academic Group	Engineering
Level/Career	Undergraduate
Course Number/Catalog	2600E
Course Title	Outlines of Landscape Architecture: Visual Literacy in the Built Environment
Transcript Abbreviation	Landscape Outlines
Course Description	Overview of patterns and processes of human design on land in relation to environmental, economic, and socio-cultural forces, with an emphasis on interpretation of visual landscape change. Honors section.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes

Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Honors standing.
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 201.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	30.3301
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Visual and Performing Arts; Literary, Visual and Performing Arts  
The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*Required for this unit's degrees, majors, and/or minors*  
*General Education course:*  
*Visual and Performing Arts*  
*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Understand how diverse cultures shape the landscape at multiple scales in response to environmental, economic, and socio-cultural forces</li><li>• Develop ability to recognize, analyze, and interpret changes in the physical landscape</li><li>• Enrich the student's artistic and aesthetic awareness in relation to the cultural landscape</li></ul>
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**Content Topic List**

- Overview of pre-historic through post-industrial land use patterns and processes globally
- Introduction to the impact of human activity on the land, including changing views of culturally sustainable land use practices
- Fundamental techniques of observation, documentation, analysis, and interpretation of visual, spatial, and material characteristics of the dynamic landscape

**Sought Concurrence**

No

[Previous Value](#)

**Attachments**

- LARCH 2600\_E\_6600 Syllabus Review JMH (1).pdf: ODEE review  
*(Other Supporting Documentation. Owner: Dunham-Borst,Johanna)*
- larch\_2600\_E\_6600\_syllabus\_2020\_final\_parscher (1).pdf: online syllabus  
*(Syllabus. Owner: Dunham-Borst,Johanna)*
- CourseRequest\_1060561.pdf: approved course request 2600  
*(Other Supporting Documentation. Owner: Dunham-Borst,Johanna)*
- larch\_2600\_2600E\_6600\_syllabus\_2022\_draft.pdf: LARCH 2600/E Syllabus  
*(Syllabus. Owner: Dunham-Borst,Johanna)*
- larch\_2600\_syllabus\_2022\_draft\_3\_8.docx: online syllabus edited  
*(Syllabus. Owner: Dunham-Borst,Johanna)*

**Comments**

- 3/8/21: an edited syllabus has been attached named ..... draft\_3\_8.docx

a new syllabus has been attached with separate expectations for Honors students outlined on page 5. *(by Dunham-Borst,Johanna on 03/08/2022 04:48 PM)*

- See Panel feedback e-mail sent 03/07/22. *(by Cody,Emily Kathryn on 03/07/2022 02:52 PM)*

- While two differences can be seen in the AU19 syllabus between the regular 2600 and the E version, there is no difference in the 2020 DL version between the work expectations for the "regular" students and those in the Honors embedded version. So it is hard to approve an Honors Embedded version of a course when one cannot see the difference between the regular 2600 course (already approved for DL) & the Honors Embedded version. Is there then no difference between 2600 and 2600E? Please make sure that the syllabus for the DL version of 2600E clearly indicates the other/additional work/expectations for the Honors students in the course. *(by*

*Vankeerbergen,Bernadette Chantal on 11/01/2021 05:18 PM)*

**COURSE CHANGE REQUEST**  
2600E - Status: PENDING

Last Updated: Quinzon-Bonello,Rosario  
03/18/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Dunham-Borst,Johanna	09/01/2021 10:12 AM	Submitted for Approval
Approved	Cheremie,Kristine M	09/01/2021 10:13 AM	Unit Approval
Approved	Sershen,Douglas J	09/01/2021 10:40 AM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	09/03/2021 12:29 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/17/2021 03:43 PM	ASCCAO Approval
Submitted	Dunham-Borst,Johanna	09/20/2021 10:41 AM	Submitted for Approval
Approved	Cheremie,Kristine M	09/20/2021 10:50 AM	Unit Approval
Approved	Sershen,Douglas J	09/20/2021 10:50 AM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	09/20/2021 11:05 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/03/2021 05:01 PM	ASCCAO Approval
Submitted	Dunham-Borst,Johanna	10/04/2021 11:29 AM	Submitted for Approval
Approved	Cheremie,Kristine M	10/04/2021 11:30 AM	Unit Approval
Approved	Sershen,Douglas J	10/04/2021 11:54 AM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	10/06/2021 02:06 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/01/2021 05:19 PM	ASCCAO Approval
Submitted	Dunham-Borst,Johanna	01/07/2022 12:09 PM	Submitted for Approval
Approved	Cheremie,Kristine M	01/07/2022 12:10 PM	Unit Approval
Approved	Sershen,Douglas J	01/07/2022 01:34 PM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	01/11/2022 10:01 AM	College Approval
Revision Requested	Cody,Emily Kathryn	03/07/2022 02:52 PM	ASCCAO Approval
Submitted	Dunham-Borst,Johanna	03/08/2022 04:48 PM	Submitted for Approval
Approved	Cheremie,Kristine M	03/08/2022 04:49 PM	Unit Approval
Approved	Sershen,Douglas J	03/08/2022 04:59 PM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	03/18/2022 02:23 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/18/2022 02:23 PM	ASCCAO Approval

## LARCH 2600/2600E/6600 OUTLINES of LANDSCAPE ARCHITECTURE

Instructor name:	Justin Scherma Parscher	Email:	parscher.1@osu.edu
Year and term:	Fall 2022	Office location:	293 Knowlton Hall
Mode of delivery:	distance learning (hybrid for MLAs)	Office hours:	Th 2:30-4:30pm (or by appt.); see p. 3 for details
Meeting time:	asynchronous	Teaching assistants:	Bill Dinan/dinan.40
Lecture location:	online		Will Lopez/lopez.769
Undergraduate recitation:	online		Olivia Minnie/minnie.6
Graduate recitation:	Th 5:30-6:25pm/outside		



Hargreaves Jones, Cumberland Park, Nashville, TN

## DESCRIPTION

There are two major goals for this course: to give students an overview of the contemporary practice of landscape architecture, and to give them tools for evaluating designed landscapes. In addition to exploring landscape architecture as an artistic discipline, I will introduce landscape architecture as a profession that addresses environmental and social issues. The course is structured around three major questions:

-*What are the essentials of landscape architecture?* What is it, exactly? What work do landscape architects do, and why?

What do people want out of landscape designs?

-*How is landscape architecture accomplished?* How do landscape architects design? What is the process of getting a

landscape built? How does it change over time?

-*What are the most pressing issues in landscape architecture today?* What are people in the field talking and arguing

about? What major problems are they addressing?

## GOALS

This course serves several distinct groups of students – undergraduate majors in landscape architecture, first-year MLA (Master of Landscape Architecture) students, and other students from around the Ohio State community with an interest in the topic or a need for GE credit.

By the end of the course, you all should:

-gain a working overview of the contemporary landscape field, including a variety of types of practices, projects, and theories

-cultivate a method to appraise landscapes for aesthetic, environmental, and social value

-understand typical processes for designing and building landscapes

-develop your ability to write in a persuasive, well-informed, and reflective way

BSLA and MLA students should also:

-retain a group of representative landscape architecture projects and designers for use as reference points

-reflect on how your own work fits within larger movements and trends

-get acquainted with helpful sources in our field

Finally, Outlines of Landscape Architecture fulfills Ohio State's Literary, Visual, and Performing Arts GE requirement:

### Goals

*Successful students will analyze, interpret and evaluate major forms of human thought, cultures and expression, and demonstrate capacities for aesthetic and culturally informed understanding.*

*Successful students will experience the arts and reflect on that experience critically and creatively.*

### Expected Learning Outcomes

*Successful students are able to:*

*1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.*

*1.2 Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.*

*1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.*

*1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.*

*2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.*

*2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.*

The course depends upon all members of the class being able to hold an equal conversation about the material. To make this possible, you should tackle required readings and assignments with dedication, and be prepared to discuss them in a well-informed and respectful manner.

## **FORMAT**

For the most part, this course is conducted online using CarmenCanvas and CarmenZoom. It is structured so that you have flexibility to learn the material and earn credit at your preferred pace. Everything you need to do is asynchronous, meaning that you do not have to log in at a set time to participate in a discussion or watch a lecture. There is one exception for graduate students: they will have a weekly synchronous recitation session with me.

### **PACE OF ACTIVITIES**

This course is divided into weekly modules. Content for these modules will be rolled out over the course of the semester. Some elements may be updated during the course. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Each module is released at 12:01am at the very beginning of Tuesday, and each module's activities should be completed by 11:59pm on Sunday night. Having Monday open allows us to respond to questions and issues that arise during each week in the next week's materials.

### **WORK EXPECTATIONS**

This is a 3-credit-hour course. According to Ohio State policy [<https://trustees.osu.edu/bylaws-and-rules/3335-8>] students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of outside work (readings, homework, and project assignments, for example) to receive a passing grade.

### **ATTENDANCE AND PARTICIPATION**

Because this is a (mostly) online course, your attendance is based on your online activity and participation. You are expected to log in to the course in Carmen every week, and during most weeks you will probably log in many times. As part of your participation, each week you can expect to interact with other students in the course through discussion sections. For the most part, it is simple to make up credit you miss later. Look on p. 10 for more information on attendance.

You will need to put in consistent effort throughout the semester; it will not be possible to do everything at the end. If you are having trouble, speak with me or a teaching assistant and we will do everything possible to help you.

### **OFFICE HOURS**

During office hours, you may consult with me about specific questions and/or issues you have related to course work,



academic performance, or professional development. It is appreciated, although not required, that students arrange for individual meetings ahead of time. If a student drops in without notice, they should be prepared to defer to those students with prearranged meeting times.

Office hours with me are from 2:30 to 4:30pm on Thursdays. I will plan to be in my physical office, 293 Knowlton Hall, with a Zoom session going, so feel free to access me in person or online. I am also happy to set up a time to talk with you over the phone or in person outside – let me know. Credit is available for this; see p. 5 under Activities for more detail.

The Zoom invite is <https://osu.zoom.us/j/97625798743?pwd=UUoxOFIsTDk3VklyYWd0NG1CTVdkUT09>; you should enter the password 678847.

## **MATERIAL**

All course content (syllabus, assignments, lectures, readings) is posted on our Carmen site. All material is organized into the one-week themed modules. There is no textbook to buy for the course; all material will be provided for free. If you need help using Carmen, use the University's Office of Distance Education and eLearning support website [<https://resourcecenter.odee.osu.edu/canvas/getting-started-canvas-students>].

## **READINGS**

Readings will generally focus on specific issues, from which we will generalize in lectures and discussions back to more general themes. They will be necessary for participating in recitations and completing Activities and the Exam. Some are magazine or newspaper articles for a general audience, and should be fairly easy to read. Others will be academic articles, and will be more challenging and specialized. Look ahead each week to get a sense of how challenging each one will be.

## **LECTURES**

Lectures will be provided by me and by the teaching assistants in the form of online videos. Each one will be approximately 20 minutes, with around 4 lectures for each week, and will focus on a specific aspect of the week's theme. The PDF files of lecture slides will be provided separately.

## **GUIDES**

When assignments require further clarification on skills or materials, supplemental guides will be posted.

## **ACTIVITIES**

Grades are based on a 100-point scale. Every point you earn translates directly into a percentage point of your final grade. Given the various needs of students taking this course, there is a wide variety of possible assignments for credit. Please read carefully and let me know if you have any questions.

### **UNDERGRADUATE STUDENT (2600) GRADING SUMMARY**

30 points: Recitation

20 points: Review

15 points: Checks

10 points: Exam

remaining points for participation, from some combination of:

30 points: Exercises

20 points: Talk Reports

10 points: Tour

05 points: Office Hours

### **UNDERGRADUATE STUDENT (2600E) GRADING SUMMARY**

30 points: Recitation

20 points: Review

25 points: Situations

remaining points for participation, from some combination of:

30 points: Exercises



20 points: Talk Reports  
10 points: Tour  
05 points: Office Hours

GRADUATE STUDENT (6600) GRADING SUMMARY

30 points: Responses  
20 points: Review  
15 points: Recitation  
10 points: Project

remaining points for participation, from some combination of:

30 points: Exercises  
20 points: Talk Reports  
10 points: Tour  
05 points: Office Hours

Note that these possible point totals add up to more than 100 points. You can balance the activities you choose to do to customize your learning, or to make up for points you missed – do what makes sense for you. If your motivation for the course is to get an A, note that you will get one as soon as you hit 93 points – the official threshold at Ohio State.

ACTIVITIES FOR ALL STUDENTS

Exercises (30 provided for a maximum of 30 points, 1 point per successful participation)

These are a variety of short, open-ended questions where you apply course concepts to your own experience and judgment.

Review (maximum of 20 points)

A critical review of a designed landscape in your area with supporting photographs.

Talk Reports (four opportunities for a maximum of 20 points, 5 points possible per paper)

View an online lecture by a landscape architect from an approved list, and write an open-ended response. *Unlike other activities, which have due dates during the semester and cannot be made up, these are open all semester long.*

Tour (four opportunities for a maximum of 10 points, 5 points possible per tour)

I will lead in-person tours on four occasions throughout the semester of designed landscapes in and around Columbus. Come along for the whole thing and you get credit. Spaces are limited for each tour; I will need between 5 and 15 participants to run them.

Office Hours (maximum of 5 points)

Come by my office hours, or set up a synchronous meeting with me (in person or via Zoom). Many students either do not know what office hours are for, or think they are only for struggling students. This time is intended for any talk you want to have with me about the material of the course. I will give you 1 point per substantial discussion about the course and/or the subject of landscape architecture.

ACTIVITIES FOR UNDERGRADUATE STUDENTS (2600)

Recitation (15 provided for a maximum of 30 points, 2 points per successful participation)

Recitation will be conducted through weekly asynchronous discussion boards in small groups, moderated by teaching assistant. You must post one response to a prompt and then respond to at least three other students' responses for full credit.

Checks (15 provided for a maximum of 15 points, 1 point per set)

Short sets of questions test comprehension for each module and help me identify where I need to review or clarify. Three out of five correct answers are necessary to get the point.

Exam (maximum of 10 points)

This will be an open-book essay-based test covering the material of the entire course.

#### ACTIVITIES FOR HONORS UNDERGRADUATE STUDENTS (2600E)

##### Recitation (15 provided for a maximum of 30 points, 2 points per successful participation)

Recitation will be conducted through weekly asynchronous discussion boards in small groups, moderated by me, the instructor. You must post one response to a prompt and then respond to at least three other students' responses for full credit.

##### Situations (5 provided for a maximum of 25 points, 5 points per set)

These are synchronous online experiences where students role-play through typical situations in the field, led by me.

#### ACTIVITIES FOR GRADUATE STUDENTS (6600)

##### Synchronous Recitation (15 provided for a maximum of 15 points, 1 point per successful participation)

All graduate students will take part in synchronous sessions and will receive 1 point for participating in each discussion. As much as possible, these will be in-person and conducted outside.

##### Responses (15 provided for a maximum of 30 points, 2 points per paper)

A weekly open-ended response to readings and class activities. This will be 200-300 words, quickly summarizing the week's readings and bringing it together with our other material.

##### Project (maximum of 10 points)

A profile of a landscape architecture firm.

## SCHEDULE

### *1. From the Ground Up: What Are the Essentials of Landscape Architecture?*

#### **WEEK 1**

Tu 8/24 - M 8/30

#### WHAT EXACTLY IS LANDSCAPE ARCHITECTURE?

*groundwork for concepts and definitions*

Amidon, Jane. *Radical Landscapes*. Thames & Hudson, 2001, pp. 6-37, 56-77.

Corner, James. "Drawing and Making in the Landscape Medium." *Word & Image* vol. 8, no. 3, 1992, pp. 243-275.

*Read syllabus thoroughly by the end of this week.*

#### **WEEK 2**

Tu 8/31 - M 9/6

#### ACCOUNTING FOR TASTE

*aesthetic goals for landscape architecture; cultural values as applied to landscapes; the garden*

Lewis, Peirce. "American Landscape Tastes." *Modern Landscape Architecture: A Critical Review*, edited by Marc Treib,

MIT Press, 1993, pp. 2-17.

Meyer, Elizabeth. "The Expanded Field of Landscape Architecture." *Ecological Design and Planning*, edited by George Thompson and Frederick Steiner, John Wiley & Sons, 1999, pp. 45-79.

*Tour 1 – Ohio State campus offered on Thursday the 2<sup>nd</sup>.*

### **WEEK 3**

Tu 9/7 - M 9/13

#### **GREEN MATERIAL**

*ecological goals for landscape architecture; basics of sustainability and resilience; native plants and habitat; public parks*

Nassauer, Joan Iverson. "Messy Ecosystems, Orderly Frames." *Landscape Journal* vol. 14, no. 2, 1995, pp. 161-170.

Reed, Chris, and Nina-Marie Lister. "Ecology and Design: Parallel Genealogies." *Places*, April 2014, <https://placesjournal.org/article/ecology-and-design-parallel-genealogies/>.

*Review assigned. Project assigned (for graduate students).*

### **WEEK 3**

Tu 9/1 - M 9/20

#### **CULTIVATING PUBLIC LIFE**

*social goals for landscape architecture; forms and functions of public space; plazas and streetscapes*

McIntyre, Linda. "In Dubious Battle." *Landscape Architecture* vol. 97, no. 3, 2007, pp. 36, 38, 40-45.

Olin, Laurie. "One Size Rarely Fits All." *Landscape Architecture* vol. 97, no. 3, 2007, pp. 138-140.

Whyte, William H., director. *The Social Life of Small Urban Spaces*. The Municipal Art Society of New York, 1980.

*Online lecture by landscape architect Kimberly Garza on Wednesday the 15<sup>th</sup>. You can watch and write a Talk Report for credit. Use this address, either for the livestream or the archived version afterward:*

<https://www.youtube.com/watch?v=ngs2aT1rhRU>

### **WEEK 5**

Tu 9/21 - M 9/27

#### **PLAY MATERIALS**

*choosing and sourcing materials; reconciling competing goals; accessibility and safety; playgrounds and sporting grounds*

Lange, Alexandra. "Play Ground: How a Dutch Landscape Architect is Reinventing the Park." *New Yorker* 16 May 2016.

Raver, Anne. "Permafrost Frontier." *Landscape Architecture Magazine*, vol. 103, no. 11, 2013, 154-171.

"Project: Inuvik School, Inuvik, Northwest Territories (2008), 1999-2014." *Canadian Centre for Architecture Archives*, <https://www.cca.qc.ca/en/search?digigroup=499172>.

*Tour 2 – Inniswood offered on Thursday the 23<sup>rd</sup>.*

### **WEEK 6**

Tu 9/28 - M 10/4

#### **DESIGNING COMMUNITY**

*subdivision and town design; corporate landscapes*

Kelbaugh, Doug. "Landscape Urbanism, New Urbanism and the Environmental Paradox of Cities." *Landscape Urbanism and its Discontents*, edited by Andrés Duany and Emily Talen, New Society, 2013, pp. 57-86. *The Lexicon of the New Urbanism*. Duany Plater-Zyberk & Co., 2014.

Mozingo, Louise A. "The Corporate Estate in the USA, 1954-64." *Studies in the History of Gardens & Designed Landscapes* vol. 20, no. 1, 2000, pp. 25-56.

## **WEEK 7**

Tu 10/5 - M 10/11

### **PLANNING FOR LANDSCAPE**

*regional landscape planning and analysis; environmental planning; the National Park Service*

Forsyth, Ann. "Evolution of an Ecoburb." *Landscape Architecture* vol. 95, no. 7, 2005, pp. 60-69.

McHarg, Ian. *Design with Nature*. Natural History Press, 1969, pp.103-115.

Ndubisi, Forster. "Landscape Ecological Planning." *Ecological Design and Planning*, edited by George Thompson and Frederick Steiner, John Wiley & Sons, 1997, pp. 9-39.

*Woodlands New Community: Guidelines for Site Planning*. Wallace, McHarg, Roberts, and Todd, 1973.

## **II. The Work of Landscape: How is Landscape Architecture Accomplished?**

## **WEEK 8**

Tu 10/12 - M 10/18

### **WHO IS THE LANDSCAPE ARCHITECT?**

*a brief history of landscape design and designers; the emergence and identity of professional landscape designers*

Green, Jared. "Interview with Walter Hood: Black Landscapes Matter." *The Dirt*, June 28, 2020,

<https://dirt.asla.org/2020/06/24/interview-with-walter-hood-black-landscapes-matter/>.

Hood, Walter. *Urban Diaries*. Spacemaker Press, 1997, pp. 12-30.

Spears, Steven. "The Big Time. The Bigger Time." *Landscape Architecture Magazine*, April 16, 2019,

<https://landscapearchitecturemagazine.org/2019/04/16/the-big-time-the-bigger-time/>.

*No regular office hours on Thursday the 14<sup>th</sup> due to fall break.*

## **WEEK 9**

Tu 10/19 - M 10/25

### **PROPOSING A LANDSCAPE**

*commissions and competitions; design process; public process; collaborations and consultants*

Dunlap, David W., and Glenn Collins. "How Greening of Design Swayed Memorial Jury." *New York Times* 8

January 2004, late edition, p. B1.

Kimmelman, Michael. "Finding Space for the Living at a Memorial." *New York Times* 29 May 2014, p. C1.

Lipton, Eric. "Nuts and Bolts (and Water) Challenge 9/11 Shrine." *New York Times* 24 January 2004, late edition, p. A1.

"World Trade Center Site Memorial Competition Guidelines." *World Trade Center Site Memorial Competition*,

[https://web.archive.org/web/20200217133751/http://wtcsitememorial.org/about\\_guidelines.html](https://web.archive.org/web/20200217133751/http://wtcsitememorial.org/about_guidelines.html).

*Online lecture by historian J.T. Roane on Wednesday the 20<sup>th</sup> at 5:30. You can watch and write a Talk Report for credit. Use this address, either for the livestream or the archived version afterward:*

[https://www.youtube.com/watch?v=wRShd7\\_6dQI](https://www.youtube.com/watch?v=wRShd7_6dQI)

*No regular office hours on Thursday the 21<sup>st</sup>.*

## WEEK 10

Tu 10/26 - M 11/1

### BUILDING A LANDSCAPE PROJECT

*construction processes*

Hill, Kristina. "Urban Ecologies: Biodiversity and Urban Design." *CASE: Downsview Park*, edited by Julia Czerniak. Prestel, 2002, pp. 90-101.

North, Alissa. "Processing Downsview Park: Transforming a Theoretical Diagram to Master Plan and Construction Reality." *Journal of Landscape Architecture* vol. 7, no. 1, 2012, pp. 8-19.

*Review due.*

## WEEK 11

Tu 11/2- M 11/8

### MAINTAINING THE LANDSCAPE

*maintenance, preservation and restoration*

Arquitectura Agronomia. Video for Parque Central de Valencia competition.

<https://www.youtube.com/watch?v=A5EE4uiEmBg&t=90s>

Chandler, Mary Voelz. "High Plains Burial: Denver Just Wiped Out a Vintage Lawrence Halprin Park – Will Its Bland Replacement Please Anyone but Adjacent Business Owners?" *Landscape Architecture* vol. 94, no. 11, 2004, pp. 80, 82-93.

Fitch, James Marston. *Historic Preservation*. University Press of Virginia, 1990, pp. 261-292.

Gilmartin, Wendy. "Maintenance Matters." *Landscape Architecture Magazine* vol. 108, no. 4, 2018, pp. 48, 50, 52, 54.

Van Valkenburgh, Michael, with William S. Saunders. "Landscapes over Time." *Landscape Architecture Magazine* vol. 103, no. 3, 2013, pp. 106-108, 110, 112-114.

*Tour 3 - Newark Earthworks offered on Thursday the 4<sup>th</sup>.*

### III. Current Affairs: What Are the Most Pressing Issues in Landscape Architecture Today?

## WEEK 12

Tu 11/9 - M 11/15

### RESEARCH AND OUTCOMES

*activism, publication*

Watch any three of the video declarations for the Landscape Architecture Foundation's 2016 Summit on Landscape Architecture and the Future at <https://www.lafoundation.org/resources/category/summit-videos>

Fleming, Billy. "Design and the Green New Deal." *Places*, April 2019,  
<https://placesjournal.org/article/design-and-the-green-new-deal/>.

*No regular office hours on Thursday due to Veterans Day.*

### **WEEK 13**

Tu 11/16 - M 11/22

#### **REINVENTION**

*approaches to vacant and polluted land*

“The Land Use Element: The Image of the City.” *Detroit Future City*, 2012.

Lopez, Mark, director. *Segregated by Design*. Silkworm Studio, 2019, <https://www.segregatedbydesign.com>.

Norman, Marc, and Maurice Cox. “Growing in the Gaps.” *Urban Omnibus*, July 10, 2018, <https://urbanomnibus.net/2018/07/growing-in-the-gaps/>.

“Working with Lots: A Field Guide.” *Detroit Future City*, 2015.

*Tour 4 – Downtown Columbus offered on Thursday the 18<sup>th</sup>.*

### **WEEK 14-16**

Tu 11/23 - M 12/13

#### **CONNECTING**

*green roofs and streets; BMPs (best management practices); speculative infrastructure*

Holmes, Rob. “The Problem with Solutions.” *Places*, July 2020,

<https://placesjournal.org/article/the-problem-with-solutions/>.

*No regular office hours on Thursday the 25<sup>th</sup> due to Thanksgiving.*

*Due to the break and design reviews for landscape students, we will use a different schedule for the last few weeks. Note that two sets of weekly activities – a Check, Exercises, and online Recitations for both undergraduates and graduates – will be made available during this period. This extra set will be based in self-assessment and assessment of the course, so should be quick and fairly easy to complete.*

**12/10 ALL TALK REPORTS MUST BE SUBMITTED**

**12/3-12/8 EXAM (UNDERGRADUATES ONLY)**

**12/10 PROJECT DEADLINE (GRADUATES ONLY)**



## COURSE POLICIES

### ATTENDANCE AND PERSONAL ISSUES

In general, attendance for undergraduate students should not be an issue, since there are no in-person synchronous meetings. Either you do the work that proves you are paying attention, or you don't.

However, personal issues can get in the way of you completing the course. In general, there are five situations which constitute an "excused absence" and thus are valid reasons for excusing or postponing deadlines: personal illness, death of an immediate family member, military or government duty, University/Knowlton School sanctioned events, and major religious holidays. Other situations may be evaluated on a case-by-case basis and students are encouraged to discuss them with me as soon as they arise. Documentation may be required.

### DEADLINES

Students who miss major deadlines due to valid, extenuating circumstances may submit the required work at a date agreed upon with me. You should make such arrangements as soon as realistically possible. For most cases, do not ask to make up small weekly assignments (Checks and Recitations) – plan to make up the credit instead by participating more in the future and doing Talk Reports.

We will evaluate incomplete projects in relation to their degree of completion. Unexcused work will not be accepted, and incomplete projects will be evaluated in relation to their degree of completion.

### COMMUNICATION

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

-Grading and feedback: For weekly assignments and exams, you can generally expect feedback within 7 days. Larger assignments may take up to two weeks.

-Email: The graduate assistants and I will reply to emails within 24 hours. Please do the same if I email you directly.

-Discussion board: The graduate assistants and I will check and reply to messages in the discussion boards every 24 hours on school days.

### COURSE EVALUATIONS

I highly encourage you to fill out a Student Evaluation of Instructor (SEI) form at the end of the semester. Feedback from SEIs greatly helps in improving my teaching and this course over time.

### CAVEAT

The schedule and assignments of this course are subject to change. Any adjustments will be made known through an announcement on Carmen. Students are responsible for keeping up with such announcements.

## COURSE TECHNOLOGY

### BASELINE TECHNICAL SKILLS

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide [<https://community.canvaslms.com/docs/DOC-10701>].

### CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication [<https://buckeyepass.osu.edu>] to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, the university recommends that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions [[https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb05026](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb05026)].
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

Self-Service and Chat support: [ocio.osu.edu/help](http://ocio.osu.edu/help)  
Phone: 614-688-4357(HELP)  
Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)  
TDD: 614-688-8743

If you need additional services to use Carmen tools, please request accommodations with me as soon as possible. Here are some links specifically helping with accessibility:

- CarmenCanvas accessibility [<https://community.canvaslms.com/docs/DOC-2061>]
- CarmenZoom accessibility [<https://go.osu.edu/Bqd4>]

## SCHOOL AND UNIVERSITY POLICIES

### DISTANCE LEARNING

All university standards and policies remain in place as related to Title IX, academic misconduct, allowances for students with disabilities, studio conduct and respect for others, and other related issues. We will be meeting and interacting in an online format, not an anonymous one. We will conduct ourselves and treat others as if we were meeting in person.

### ACADEMIC INTEGRITY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

OSU's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that you review the Code of Student Conduct.

Plagiarism is one of the most serious forms of academic misconduct. Plagiarism is simply using the words, ideas, and images of other people without giving them credit. When you are using someone else's words, ideas, or images, take the time to attribute them by specifying your source and setting them apart from your own work. This concept can be confusing in practice. I encourage you to contact me or a graduate assistant if you have any confusion about what constitutes plagiarism.

A few guidelines for this course:

- You must complete the Checks and Exam yourself, without any external help or communication.
- Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. All written work will be checked through Turnitin.
- In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment before handing them in is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Office of Student Life Student Conduct: <https://studentconduct.osu.edu/>

Code of Student Conduct: <https://trustees.osu.edu/bylaws-and-rules/code>

Committee on Academic Misconduct: [oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html)

Academic Misconduct Information for Students: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

## GRADING

Letter grades are assigned based on a standard scheme:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	<60
EN	failing grade for non-attendance
I	incomplete

For an A, the student must satisfy the course objectives excellently; for a B, meet expectations very well; for a C, meet expectations; for a D, meet expectations in the lowest acceptable manner. An E is considered a failing grade and denotes that the student has not satisfied the course objectives. An EN is a failing grade due to non-attendance. An I indicates that the student has completed a major portion of the work in the course in a satisfactory manner, but for reasons judged by the instructor to be legitimate, a portion of the course requirements remains to be completed. In this event the student and instructor must agree upon a plan and deadline for the student to complete the course. If the work is not made up by the due date, the I mark will be changed to an alternate grade that the instructor reported at the time the I was assigned.

Students should be aware that grade records are not required to be kept longer than two terms beyond the course offering. Any issues about grades should be reported to me as soon as possible, and no later than the next active term (autumn term for spring or summer courses, spring for autumn courses.)

#### COPYRIGHT DISCLAIMER

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

#### GRIEVANCES

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with me. Then, if necessary, take your case to the graduate or undergraduate studies chair, section head, school director, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching associates should be submitted first to the supervising instructor, then to the head of the associate's section.

#### SEXUAL HARRASSMENT

No forms of sexual harassment or intimidation will be tolerated. Sexual harassment includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and/or faculty and/or staff; and within those groups. The actions can take place in physical, verbal, or written forms.

Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu) or (614) 247-5838. Also, refer to University's Code of Student Conduct 3335-23-04 (C) for additional information.

#### DIVERSITY

The Ohio State University affirms the importance and value of diversity in the student body and the greater university community. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Knowlton School also values the intellectual diversity of its faculty and students, and supports diverse approaches to instruction and learning. A respect for individual rights is the foundation of an intellectual community, and all members of the community are expected to conduct themselves with the highest ethical principles and regard for others.

## COUNSELING AND MENTAL HEALTH

As a student you may experience mental health concerns or stressful events such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation, etc., that cause barriers to learning, participation and performance. If you or someone you know are suffering from any of the these concerns, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

## STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately to privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures. Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

## HEALTH AND SAFETY REQUIREMENTS

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance [<https://safeandhealthy.osu.edu>] which at the time of writing includes wearing a face mask in any indoor space. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

## KNOWLTON HALL POLICIES

Any students working within Knowlton Hall for this course are expected to follow the building-related policies as outlined in the KSA Student Policy Handbook [[https://knowlton.osu.edu/sites/default/files/pdf/KSA Policy Handbook - Students 2012.pdf](https://knowlton.osu.edu/sites/default/files/pdf/KSA%20Policy%20Handbook%20-%20Students%202012.pdf)].

## STUDENT RESOURCES

Knowlton Student Services for Undergraduate Students [<http://knowlton.osu.edu/students/undergraduates>]  
Knowlton Student Services for Graduate Students [<http://knowlton.osu.edu/students-current-students/graduate>]  
Student Life Resources & Policies [<https://studentlife.osu.edu/resources/>]  
Student Advocacy Center [<http://advocacy.osu.edu/>]  
Dennis Learning Center [<http://dennislearningcenter.osu.edu>]  
Counseling and Consultation Services [<https://ccs.osu.edu>]  
Student Life Disability Services [<https://slds.osu.edu/>]  
Office of Diversity and Inclusion [<https://odi.osu.edu/>]  
University's Building Emergency Action Plans [<https://dps.osu.edu/beap>]  
Department of Public Safety [<https://dps.osu.edu/>]; for non-emergency, dial (614) 292-2121; for emergency, dial 911



## Distance Learning Course Component Technical Review Checklist

**Course: LARCH 2600**

**Instructor: Justin Scherma Parscher / Judith Bunham-Borst (requestor)**

**Summary:** There are two major goals for this course: to give students an overview of the contemporary practice of landscape architecture, and to give them tools for appreciating and evaluating designed landscapes. In addition to exploring landscape architecture as an artistic discipline, I will introduce landscape architecture as a profession that addresses environmental and social issues.

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			CarmenCanvas, Zoom, Discussion Boards, Email are the tools listed throughout the syllabus.
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Weekly modules</li> <li>• Defined office hours (pg 3)</li> <li>• Multiple lectures at the approximate 20 min mark each (pg 4)</li> <li>• Various activities (pg 4)</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All technologies are within CarmenCanvas
6.4 The course technologies are current.	X			
6.5 Links are provided to privacy policies for all external tools required in the course.	X			Policies begin on pg 10
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Begins pg 11
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X – See notes			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC, ODEE and available in the Canvas Commons the ETS developed Engineering Carmen Template to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X – see notes			No technologies other than CarmenCanvas and Zoom listed.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X – See notes			<p>Recommend that resources be developed to address any requests for alternative means of access to course materials.</p> <p>Request for students with disabilities to contact instructor to make arrangements (pg 14)</p>



8.4 The course design facilitates readability	X – see notes		Recommend using the Carmen Distance Learning “Master Course” template developed by ASC, ODEE and available in the Canvas Commons or the ETS developed Engineering Carmen Template to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

**Reviewer Information**

- Date reviewed: March 17, 2021
- Reviewed by: Jessica Hanna

**Notes:**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>